

An Analysis of the Students' Error in Writing Punctuation in Paragraph Writing at the Second Semester Students of English Education Department at Tarbiyah and Teachers Training Faculty of IAIN Ponorogo in the Academic Year 2019/2020

THESIS



By

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ABSTRACT

Rahmawati, Anisa. 2020. *An Analysis of the Students' Error in Writing Punctuation in Paragraph Writing at the Second Semester Students of English Education Department at Tarbiyah and Teachers Training Faculty of IAIN Ponorogo in the Academic Year 2019/2020.* A thesis, English Education Department, Faculty of Teaching and Education, Ponorogo State Institute of Islamic Studies (IAIN Ponorogo). Advisor Winantu Kurnianingtyas S. A, M. Hum.

Key words: *Analysis Error, Writing, Punctuation*

Punctuation plays as an important role in helping reader to establish intonation. In other word, it is a command for the reader to raise his/her voice or drop his/her speech when he/she is going to stop. It can also help readers to understand the state of mind of the writer. Therefore, punctuation is the small things that need to be understood by the students. In this research, the researcher found that the students still make errors in their punctuation. It happened because they did not understand yet about how to use the punctuation well. The students need more time to learn punctuation more in their study in writing subject.

The objectives of this research were to identify the kind of errors in writing punctuation and to analyze the possible causes of error in writing punctuation in paragraph writing made by the second semester students of English Education Department at Tarbiyah and Teachers Training Faculty of State Institute of Islamic Studies Ponorogo in the academic year 2019/2020.

This research applied qualitative approach. The subject of the research was TBI. C's students of English Education Department at the second semester of State Institute of Islamic Studies Ponorogo that consist of 26 students. The techniques of collecting data were interview and documentation. The data were analyzed by typological analysis proposed by J. Amosh Hatch.

The types of error that made by the students are full stop, comma, semicolon and dash. The researcher found 35 errors in the student's assignment. The error divided into omission error, mis formation error and mis ordering error. The researcher found 5 omission errors consist of full stop and comma. 30 mis formation errors consist of full stop, comma, semicolon and dash. Meanwhile none error in mis ordering. The researcher also found the caused that the students made in the writing of punctuation. They were interlanguage error and intra language error. Interlanguage error happened when the students made some mistakes because of the effect of his mother tongue. While intra language error happened since the students do not know the target language very well.

The kind of error that the researcher found in this research is full stop, comma, semicolon and dash. That categorized into two types of error namely omission and mis formation. The last, the causes of the error are interlanguage error and intra language error.

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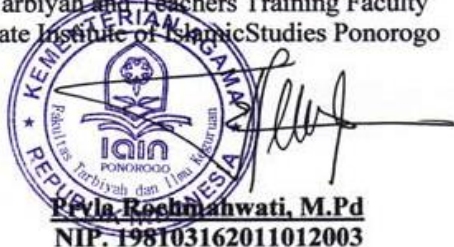
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CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is a progressive activity. This means that when you first write something down, you have already been thinking about what are you going to say and how are you going to say it.¹

Indeed, writing can be defined as one of important skill in teaching and learning English, because in writing activity, the students can cover at least three aspects. First, writing as a channel of learning. A process of learning that is very important element of the language. Second, writing is a good way to express our thing, and to good respond various real life situations. Third, writing is linguistic learning such as note taking in the classroom, summarizing, narrating, report means that is each part of any written text will make a continuous, constitute, organized whole to relate another.²

According to the explanation above, writing is a subject that has to be well prepared. But in reality, there are errors that found made by students. Some cases that researcher found in second semester student's assignment of English Department in IAIN Ponorogo is punctuation error in paragraph writing subject. Students still confused in using punctuation and sometimes they forgot to put the correct punctuation in a sentence.

One of the examples that found in the C class of second semester student is:

Cyberbullying can be in the form of Flame War, which is a non-essential debate and refutation without a strong foundation by using abusive and abusive language, or it can

¹ Alice Oshima and Ann Hogue, *Introduction to Academic Writing 3rd Edition*, (New York: Pearson Education, Inc.,2007),2.

² David Nunan, *Practical English Language Teaching 1st Edition*, (McGraw-Hill/Contemporary,2003),88.

be a Harassment, where there is someone who sends inappropriate messages, pictures, or videos via email and other chat applications.³

The example above is a compound complex sentence. Compound complex sentence is a sentence that consist of at least two independent sentences and one dependent sentence. It is the most complicated sentence.

It clear that the word is too long for a word and need to be separate. That is the function of full stop (.) in punctuation. Another problem is that the pieces of information in it just seem to be piled in without any thought. It makes better sense and better writing to divide it according to the information it gives and the order in which things happen. It happened because the student writes a brief statement, think of something else to add to it, put a comma in and write the new bit, and then another comma and another new bit, and on. Then when it looks long enough and has enough commas and end it with a full stop.⁴

The sentence above should be written as:

Cyberbullying can be in the form of Flame War, which is a non-essential debate and refutation without a strong foundation by using abusive and abusive language. It also can be a Harassment, where there is someone who sends inappropriate messages, pictures, or videos via email and other chat application.

Heidi C. Dulai stated that error is the flawed side of the learner of speech or writing. Composition is those part that deviate from some selected norm of mature language performance. Teachers and mothers who have waged long and patient battles against their students' and children's language error have come to realize that making error is an

³ Feri Novitasari, *The cause and effect of Cyberbullying* (Paragraph Writing Assignment, IAIN Ponorogo, 2019)

⁴ Ruth Colman, *The briefest English Grammar and Punctuation Guide Ever!* (Sydney: University of New South Wales Press Ltd, 2011), 41-42.

inevitable part of learning. People can't learn language without first systematically committing errors.⁵

Some studies stated that a lot of student's error are in punctuation. Andri Triyono stated in his thesis that many cases of the punctuations error are in applying period, error in applying comma, and error in applying colon.⁶

Another study, conducted by Nurwahyuni, indicated that there were some factors influencing the students to make error in using punctuations: omission some of punctuation marks, lack of accuracy, misuse of using some marks such as question marks and commas before quotation marks, and misunderstanding of the meaning of the text.⁷

Based on researcher's observation with interviewing the lecturer of paragraph writing subject in IAIN Ponorogo, there are many students in the second semester of English Department that found difficulty in writing punctuation. It can be seen in the students writing assignment that many of the students still confuse when they want to write good paragraph. This happen because some of the students do not understand yet about what is punctuation and how to apply it in the paragraph writing.

B. Research Focus

This research focuses on the analysis of the students' error in writing punctuation that made by the second semester students of English Education Department at Tarbiyah and Teachers' Training Faculty of State Institute of Islamic Studies Ponorogo in the academic year 2019/2020.

⁵ Heidi C. Dulai et al, *Language Two* (Oxford: Oxford University Press, 1982), 138.

⁶ Andri Triyono, Thesis: "An Analysis of Students' Error in Applying Period, Comma, and Colon at the Eight Semester Students of English Education Department of IAIN SALATIGA in the Academic Year of 2015/2016" (Salatiga: IAIN SALATIGA, 2016), Hal. 54.

⁷ Nurwahyuni, Thesis: "An Error Analysis of the Punctuation in Students' Writing (A Study at the Sixth Semester Students of English Department of UIN Ar-Raniry)" (Banda Aceh: UIN Ar-Raniry, 2017), Hal. 60.

C. Statements of the Problem

Based on the background above, the statements of the problem in this study are:

1. What are the kinds of errors in writing punctuation in paragraph writing subject?
2. What are the possible causes of error in writing punctuation in paragraph writing made by the second semester students of English Education Department at Tarbiyah and Teacher Training Faculty of State Institute of Islamic Studies Ponorogo in the academic year 2019/2020?

D. Objectives of the Study

The objectives of this study can be explained briefly as follows:

1. To identify the kind of errors in writing punctuation in paragraph writing subject
2. To analyze the possible causes of error in writing punctuation in paragraph writing made by the second semester students of English Education Department at Tarbiyah and Teachers' Training Faculty of State Institute of Islamic Studies Ponorogo in the academic year 2019/2020

E. Significances of the Study

The result of the study is expected to be able to give contribution in education aspect especially in teaching and learning process like theoretically and practically. The contribution of the research are explained clearly as follow:

1. Theoretical Significance

The researcher hopes that the result of this research give contributions to education knowledge about analysis errors in writing punctuation especially in paragraph writing subject.

2. Practical Significances

a. For lecturers

This research is expected to provide lecturers of English Education Department of Ponorogo State Institute of Islamic Studies, especially those who are lecturing the second semester students, a more understanding about analysis of the students' error in writing punctuation in paragraph writing subject. Lecturers will be more aware of students' writing. Besides that, lecturers will be easy to motivate students to write in English since the lecturers always assist the student to complete their writing.

b. For students

The students are expected to know the error they were made in punctuation in paragraph writing so that they can learn through this research and improve their writing skill.

c. For readers

This study is expected to give an information about the analysis error in writing punctuation in paragraph writing for the readers, especially for the students of Ponorogo State Institute of Islamic Studies.

d. For other researchers

For other researchers, this study is expected to be an additional reference to conduct a research with the related topic.

F. Organization of the Thesis

The report of this research is arranged into five chapters which is related each other. Organizations of the thesis are:

Chapter 1 provide the introduction of this study. This chapter is general description that gives the basic thought of the research. It consists of background of the study, research

focus, statements of the problem, objectives of the study, significances of the study and organization of the study.

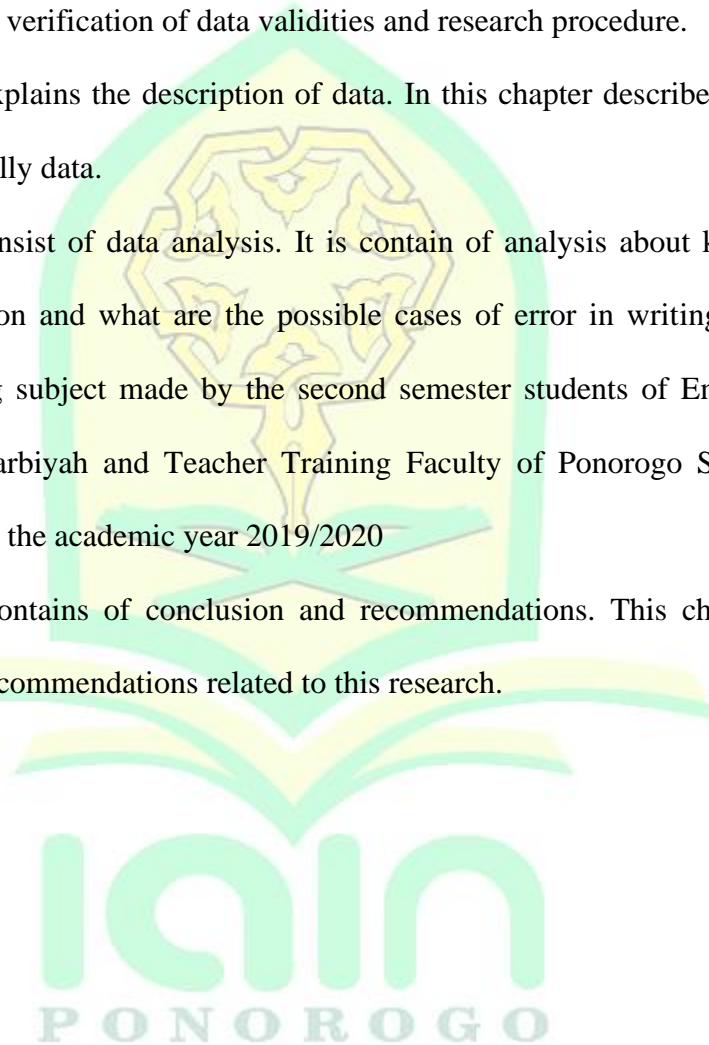
Chapter II consists of theoretical analysis that describe the theories related to the variable the study and previous research that have similar problems with this study.

Chapter III explains about research method. It consists of research design, researcher role, location of research, data and sources of data, procedure of collecting data, technique of analyzing data, verification of data validities and research procedure.

Chapter IV explains the description of data. In this chapter describe about generally data and specifically data.

Chapter V consist of data analysis. It is contain of analysis about kind of errors in writing punctuation and what are the possible cases of error in writing punctuation in paragraph writing subject made by the second semester students of English Education Department at Tarbiyah and Teacher Training Faculty of Ponorogo State Institute of Islamic Studies in the academic year 2019/2020

Chapter VI contains of conclusion and recommendations. This chapter consist of conclusion and recommendations related to this research.



CHAPTER II

REVIEW OF RELATED LITERATURE AND PREVIOUS STUDIES

A. Theoretical Framework

1. Writing

a. Definition of Writing

Alice Oshima stated that writing is a progressive activity. This means that when student first writes something down, she has already been thinking about what is she going to say and how to say it. In this case, student is able to write correctly. When finishing the work, she reads over what she has written and make corrections and revision. In other words, the writer should write and revise their work more and more until satisfied that her writing expresses exactly.⁸

Also writing is a productive skill, it is an important language skill which is used for a medium communication, especially indirect communication. Writing is a part of learning process that has to be mastered by all students. Harmer stated that, writing is one of compulsory skill that determined in part of syllabus in teaching English.⁹ In addition, writing is a combination of process and product.¹⁰ The process refers to the act of gathering ideas and working with them until presented to readers. And the product refers to the result of writing.

Writing is one of the activities of using language and people use language as a means of communication to say and express ideas for a certain target to reach.

⁸Alice Oshima and Ann Hogue, *Introduction to Academic Writing* 3rd Edition (New York: Pearson Education, Inc., 2007)2.

⁹Jeremy Harmer, *How to Teach Writing* (Pearson Education Inc.,2006), 31.

¹⁰ David Nunan, *Practical English Language Teaching: Young Learners*, (New York: McGraw Hill ESL/ELT,2005) 98.

Moreover, writing is also one of the ways that people convey their ideas on the paper. Furthermore, Penny Ur stresses the purposes of writing, such as expression of ideas, the conveying of a message to the reader, so the ideas themselves should arguably be seen as the most important aspect to writing.¹¹

b. Teaching and Learning Writing

Writing has three important roles in students' learning. Since, writing is reinforced the grammatical structure, idioms and vocabulary that the students' have been learn. Then, give a chance to the students to be adventurous with the language, to go beyond what they have just learn. And, improve students' effort in express ideas and very involved with the new language.¹²

Furthermore, in gaining the roles, Oshima listed four steps of writing that the learner has to study. The first is create ideas. Second is organize the ideas. Third is write rough draft. And the last is editing and making revisions.

1) Prewriting (Create Ideas)

In this step, you choose a topic and collect ideas to explain the topic. There are several techniques you can use to get ideas. One of them is listing. Listing is a prewriting technique in which the writer wrote the topic at the top of a piece of paper and then quickly make a list of the words or phrases that come into your mind.¹³

¹¹ Henny Irawati, *Error Analysis on Grammatical Aspects of Student's Narrative Writing (A Case Study at Economics and Business Malikussaleh University in Academic Year 2014/2015)*, (2015), 3.

¹² Ann Raimes, *Techniques in Teaching Writing: Teaching Technique in English as a Second Language*, (New York: Oxford University Press, 1983), 3.

¹³ *Ibid*, 16.

2) Organizing Ideas

The next step in the writing process is to organize the ideas into a simple outline. The writer of our models wrote a sentence that named the topic and told the main idea.¹⁴

3) Writing Rough Draft

The next step is to write a rough draft, using the outline as a guide. Write rough draft quickly without stopping to think about grammar, spelling, or punctuation.¹⁵

4) Polishing: Revising and Editing

Polishing is most successful if you do it in two steps. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing).¹⁶

2. Components of Writing

According to Byrne in Roza, there are five components that should be considered in writing:

a. Organizing idea

Ideas are the most important factor in writing, because nobody can write meaningfully, if he/she has not anything in mind yet.¹⁷

b. Grammar

The grammar of language is a description of way that the language behaves. Without having knowledge of grammar, the writer cannot make his/her language communicative to a great variety of reader from different situation.¹⁸

c. Vocabulary

¹⁴ Ibid, 17.

¹⁵ Ibid, 18.

¹⁶ Ibid, 18-19.

¹⁷ Yogi Exdriko et. al, The Teaching of Writing a Descriptive Text Using Clustering Technique for Bung Hatta University Students, (2011), 4.

¹⁸ Ibid, 5.

Vocabulary is important in writing because by having many vocabularies, a writer can make readers explore more deeply what he/she is telling about.¹⁹

d. Mechanics

1) Punctuation

Punctuation plays as an important role in helping reader to establish intonation. In other word, it is a command for the reader to raise his/her voice or drop his/her speech when he/she is going to stop. It can also help readers to understand the state of mind of the writer.

2) Capitalization

Example:

- a) Capitalize the first word of sentence. She plays basketball.
- b) Capitalize the pronoun "I" If you go, I will go too.
- c) Capitalize the titles of composition. In the title, the first and the more important words are capitalized except short preposition and short coordinating conjunction. Name of specific organization (business, clubs, and schools)
- d) Capitalize all of proper noun
 - 1) Name of detail: God, Allah, etc.
 - 2) Name of people and their title: dr. Bobby, Anne, etc.
 - 3) Name of specific places: Nile River, Mount Bromo, etc.
 - 4) Name of day, month, and special day: Sunday, October, Christmas, etc.
 - 5) Name of specific group of people (nationality, races, ethnic groups), language, and religion: Moslem, Indonesian, etc.
 - 6) Name of geographic areas: South East, North, etc.

¹⁹ Ibid, 5.

- 7) Name of specific structure such as buildings and bridges: White House, The Great Wall, etc.

3) Spelling

Spelling in the English language is difficult because the English spelling system is based primarily on meaning rather than on sound. For some people, it is still difficult to learn.

Example: when there is a word “colour”, some people confused to write “c-o-l-o-r” or “c-o-l-o-u-r”. It is the same with word “defense”. Some people confused with “d-e-f-e-n-s-e” or ‘d-e-f-e-n-c-e’, and so on.

4) Content

Content is how the writer develop the idea related with the topic.²⁰

Based on the explanation above, the researcher focuses on error analysis of punctuation for this research.

3. Punctuation

a. Definition of Punctuation

Punctuation is the name of marks that used in writing text. Mary K. McCaskill said that punctuation is placed in text to make meaning clear and to make reading easier. The various punctuation marks perform four functions: they (1) separate (a period separates sentences), (2) group or enclose (parentheses enclose extraneous information), (3) connect (a hyphen connects a unit modifier), and (4) impart meaning (a question mark may make an otherwise declarative sentence interrogative).²¹

²⁰ Ibid, 5.

²¹ Mary K. McCaskill, *Grammar, Punctuation, and Capitalization; A Handbook for Technical Writers and Editors* (Hampton; Virginia: Langley Research Center, 1998), 44.

The function of a punctuation mark is the basis for the rules governing its use and should be the basis for determining whether or not it is needed.²²

b. Kind of Punctuation

1) Full Stop (.)

It is the smallest possible sign you can write—just a dot—but it has one of the biggest jobs to do. Full stops are used to indicate the end of sentence. Whether a sentence is short or long, it needs a full stop at the end. It indicates a long pause before a new or fresh sentence begins. Example: Jade slipped. She landed in the river with a splash.²³

The example above used full stop between two sentences because the sentence “Jade Slipped” is already consist of subject and verb. That is already a complete sentence, so it needs a full stop at the end.

2) Question Mark (?)

It is used after questions. It also used for question tag. Question tag is a question added to a declarative sentence. It used to verify or confirm something.

Example: Where is Jade? Is she alright?²⁴

The example above used question mark because the writer needs to confirm that Jade is alright.

3) Exclamation Mark (!)

It is used for sentences which have anger or surprise or urgency in them.

²⁵Some statements and commands can also end with exclamation mark.

Example: Look out!

The example above is a caution. Caution is a sentence that express an urgency. So, the sentence needs an exclamation mark to complete.

²² Ibid, 44.

²³ John Butterworth, *Punctuation* (Oxford: Oxford University Press, 1999), 6.

²⁴ Ibid, 6.

²⁵ Ibid, 6.

4) Comma (,)

It makes sentences—particularly longer sentences—easier to read. When you are reading, commas usually mark a slight pause, or changes of voice.²⁶

Commas are also useful to show the joins in a sentence. Where a phrase or clause has been added, or two sentences made into one. Example: When she first splash in, she didn't know where she was.

The sentence above used comma because there are two clauses that made into one.

5) Semicolon (;)

A semicolon marks a bigger break than a comma, but it is not as final as full stop. Unlike a comma, a semicolon can go between two sentences. Use semicolon if the sentences are alike, or belong together. Example: All rivers are dangerous; some are more dangerous than others.²⁷

The sentence after the semicolon above is an explanatory sentence that will complete the sentence before. In other words, they belong together.

6) Colon (:)

A colon is a special mark, with just a few special jobs. Colon used when there are list of things coming after a heading. Colon also used before giving an example—or example—of something. Example: We did some exciting things: climbing, lots of swimming, kite-flying, and a trip on the mountain railway.²⁸

The example above used colon to mention something, and it is more than two examples of something.

²⁶ Ibid, 12.

²⁷ Ibid, 14.

²⁸ Ibid, 15.

7) Writing Speech (“ ”)

Writing speech used to show that this is what someone saying. We used writing speech before and after it. Speech mark looks like commas, except that they are written above the line, and some are upside down.

Writing speech also used to state the important words in a sentence. Example of used of writing speech: “Jade, come back!” Sam shouted.²⁹

The example above showed that Sam shouted to Jade to comeback. It used writing speech to make sure the reader know that was a direct speech.

8) Brackets (())

Like speech marks, brackets come in pairs, with words, phrases, or sentences inside them. Inside brackets you put things that may be helpful, but not really necessary. Example: A small green island (with bushes and trees growing on it) stands a little way above the waterfall.³⁰

The sentence “with bushes and trees growing on it” inside the brackets is an information related to the small green island. But the information is not essential, so it need brackets.

9) Hyphen (-)

A hyphen (-) is a punctuation mark that’s used to join words or parts of words. Example: Son-in-law.³¹

The word son-in-law actually contain of three words, that is son, in and law. But in this case, son-in-law is only one word. It means a man that married the daughter of the family. It needs hyphen to joined the words.

²⁹ Ibid, 16.

³⁰ Ibid, 18.

³¹ Ibid, 18.

10) Dash (—)

Dashes are sometimes used to mark a big break, or interruption in a sentence. A dash can be used like colon. Example: The old footbridge—the one by the campsite—should have been repaired years ago.³²

The example above used dashes to take pause in the sentence. It also used to add explanatory information about the old footbridge.

11) Apostrophe (‘)

Apostrophe means some of the word has been left out. Many English words get pushed together to sound like one word. ‘s on the end of a word may mean something belongs to it. Besides that, apostrophe also used to combine two words and made an abbreviation. Example: We’ve been really worried.³³

The word “we’ve” from the example above is an abbreviation. It is a combination from the words “we have”.

4. Error and Mistake

a. Error

1) Definition of Error

Lennon stated that error is a linguistic form or combination of forms which, in the same context and under similar conditions of production, would, in all likelihood, not be produced by the speakers’ native speaker counterparts.³⁴

In addition, errors, or unsuccessful bits of language, are important because they provide an indicator of problems that a learner may have in learning a language, in terms of grammar patterns or pronunciation features.³⁵

³² Ibid, 19.

³³ Ibid, 20.

³⁴ Simon Philip Botley, “Error Versus Mistakes: A False Dichotomy?” *Malaysia Journal of ELT Research*, Vol. 11(2015), 84.

³⁵ Ibid, 85.

Example of error:

There is a bottle of milk in fridge.

The sentence above is an error, because the correct one is:

There is a bottle of milk in the fridge.

The sentence missed “the” before “the fridge”. It is an error because “the” is a simple article that not have much effect to the sentence. The writer made an error because she doesn’t understand the language pattern yet.

Salinker indicates that errors are significant in three respects: (1) errors are important for the language teacher because they indicate the learner’s progress in language learning; (2) errors are also important for the language researcher as they provide insights into how language is learnt; and (3) errors are significant to the language learner himself/herself as he/she gets involved in hypothesis testing.³⁶

2) Types of Error

According Ellis, there are three types of error. First type is omission. The author further stated that omission means leaving out an item that is needed to make the sentence correct. Example: She walk around the neighborhood with her best friends.

The error above called omission because the correct one is, she walks around the neighborhood with her best friend. After the subject “She”, the writer should use verb + s. Not only she walk, but she walks.

³⁶Hanna Y. Touchie, “Second Language Learning Errors Their Types, Causes and Treatment”, JALT Journal, Volume 8, No. I (1986), 76.

Second type is mis formation. He defined that mis formation is replacing one grammatical form by another grammatical form. Example: Anne go to her grandparent's house yesterday.

The example above should use past tense because the activity is already happened. But instead, the writer used present tense for the verb "go". The correct one use "went". Anne went to her grandparent's house yesterday.

Last type is mis ordering. He defined that mis ordering means putting the word in wrong order. Example: My sister likes to eat ice cream strawberry.

The order of the example is wrong. The correct one is, my sister likes to eat strawberry ice cream. The words "strawberry" is the flavour of the ice cream. It should write after the words "ice cream", because it is the explanatory word.

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While Corder distinguished three types of errors. These are:

- a) Pre-systematic error: pre-systematic errors randomly occur when the learners do not know a particular rule of a target language.
- b) Systematic errors: systematic errors occur when the learner knows the incorrect rules of the target language and also apply it.
- c) Post-systematic error: these errors occur when the learner knows the correct rules of target language but uses it inconsistently. Corder refers this type of errors as 'mistake'.³⁸

Burt and Kiparsky distinguish between local and global errors. Local errors do not hinder communication and understanding the meaning of an utterance. Global errors, on the other hand, are more serious than local

³⁷ Hidayati, "Mistakes And Error Analysis of Cohesive Features in Argumentative Essay of Fifth Semester Students of English Department of Jambi University", *Vol 1*,(Januari 2014), 45.

³⁸ Tahera Akhter, "Significances of Learners' Error and the Role of Feedback to Improve the Writing Skill of Elementary Level Students." (Thesis, BRAC University, Dhaka, Bangladesh, 2011), 7.

errors because global errors interfere with communication and disrupt the meaning of utterances. Global errors, for example, involve wrong word order in a sentence. Example: “I buy a new bag. Is it green.”

The correct one is, “I buy a new bag. It is green”. The example’s order is wrong. And that is called global error.

Local errors involve noun and verb inflections, and the use of articles, prepositions, and auxiliaries. Example: “She hide on the table to avoid her sister”. The correct one is, “She hide under the table to avoid her sister”.³⁹

And for this research, the researcher using Ellis’s types of error theory that is Omission.

3) Analysis of Error

According to Brown, error analysis means observing, analyzing, classifying to expose something of system operating within the learner, led to surge of study of learner’s error.⁴⁰

Ellis stated that there are four stages in doing error analysis. The first stage is identifying error. In this stage, there is comparison between sentences that were produced by learner and the correct sentences in target language. The second stage is describing error. It can be done by classifying learner’s error. The third stage is explaining error. At this stage, learners’ errors are explained why they occur. In the other word, it concerns on the analysis of causes of error. The last is evaluating error. It focuses on which errors are categorized as serious error or not.⁴¹

³⁹ Hanna Y. Touchie, “Second Language Learning Errors Their Types, Causes and Treatment”, JALT Journal, Volume 8, No. I (1986), 76.

⁴⁰ Ibid, 45.

⁴¹ Ibid, 46.

b. Mistake

1) Definition of Mistake

A mistake refers to a performance error, it is a failure to make use of a known system. Everybody makes mistakes in both native and second language situations. Normally native speakers are able to recognize and correct such “lapses” or “mistakes” which are not the result of a deficiency in competence, but the result of imperfection in the process of producing speech.⁴²

Brown thought that a mistake refers to a performance error, which is made by language learners while producing a known structure incorrectly. He also referred to it as an "unsystematic guess".⁴³

Example of mistake: The writer made a mistake because she failed to remember the correct one. She actually knows and have studied about it, even realized about what she had wrote. But for some reason she forgot or lazy, and made a mistake.

Tina is a new student. He lives in Surabaya.

The example above is a mistake. The correct one is:

Tina is a new student. She lives in Surabaya.

c. The Differences Between Error and Mistake

Errors and Mistakes are different, even though these two terms are often used as if they are synonymous. Errors, on the one hand, reflect deviations on the part of the learner from the grammatical rules of a native speaker, and reflect the incomplete competence of the learner. Errors are systematic and indicative of incorrect knowledge of the target language. Mistakes, on the other hand, are

⁴² Fahrettin Sanal, “Error Analysis Based Second Language Teaching Strategies.” (Doctoral Thesis, Cukurova University, Turkey, 2007), 599.

⁴³ Ibid, 6.

unsystematic slips where a learner knows the correct grammatical system but for some reason fails to use it properly.⁴⁴

Errors can be defined as systematic deviations from the rules of a target language, as they are believed to occur because a learner does not know a given rule or feature, such as Subject-Verb Agreement or Noun Plurality in English. Errors might arise from little or no input on a given language feature during language lessons. Mistakes, on the other hand, are usually seen as unintentional, accidental slips resulting from simple laziness or forgetting, or insufficiently internalized rules. If a learner makes a mistake, he or she will normally be capable of correcting it, because of awareness of the rule that has been broken. On the other hand, errors cannot be self-corrected by the learner because the rule being broken is not part of the learner's knowledge of the target language.⁴⁵

B. The Causes of Error

Richards stated the source of an error could be interlanguage or intra language:

a. Errors caused by negative transfer (Interlanguage Error)

If the learner of a foreign language makes some mistakes in the target language by the effect of his mother tongue, that is called as interlanguage errors.⁴⁶ For example, any Indonesian English learner want to express, "She is winning that competition." in English. But instead, the learner made an error and the result is "She is literally win that competition." in his mother language. It happened due to the difficulty of the second language and the habit of the learner's first language. But it is not acceptable in English.

⁴⁴ Ibid, 86.

⁴⁵ Ibid. 83.

⁴⁶ Ibid, 599.

The native language of learners plays a significant role in learning a second language. Although recently researchers tend to minimize interlanguage error and emphasize interlanguage error, it still acknowledged as an important factor in second language learning. Interlanguage error also called interference error.

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b. Errors caused by the target language (Intra Language Error)

Learners may make mistakes in the target language, since they don't know the target language very well, they have difficulties in using it. For example, the writer may say "mans" instead of saying "men" as the plural form of "man". In that way the writer over generalized the use of plural suffixes. It called the intra language error.⁴⁸

C. Previous Study

This previous study is reviewed to avoid an imitation. Hence, there are some previous studies intended to increase students' writing punctuation. They are presented as follows:

The first research was conducted by Andri Triyono, State University of Salatiga entitles "*An Analysis of students' Error in Applying Period, Comma, and Colon at the Eight Semester Students of English Education Department of IAIN Salatiga in the Academic Year of 2015/2016*".⁴⁹

This research's purpose is to find out dominant error made by the students' and also the causes that makes the students produced the error of period, comma and colon. The

⁴⁷Hanna Y. Touchie, "Second Language Learning Errors Their Types, Causes and Treatment", JALT Journal, Volume 8, No. I (1986), 77.

⁴⁸ Ibid, 600.

⁴⁹ Andri Triyono, Thesis: "*An Analysis of Students' Error in Applying Period, Comma, and Colon at the Eight Semester Students of English Education Department of IAIN SALATIGA in the Academic Year of 2015/2016*" (Salatiga: IAIN SALATIGA, 2016).

researcher expected that the readers can improve the comprehension in applying punctuation.

Based on the finding of the analysis, the writer finds that the students produced three types of error in applying punctuations. The punctuations are error in applying period, error in applying comma, and error in applying colon. The most dominant errors produced by students are comma. The total number of errors in applying comma is 90 errors or 51.7%. The error of comma is caused by students' lacks of competence in applying comma accurately, a confusing sentence, and comma which has more function than period or colon.

The second research was conducted by Nurwahyuni, Ar-Raniry State Islamic University entitles, *An Error Analysis of the Punctuation in Students' Writing (A Study at the Sixth Semester Students of English Department of UIN Ar-Raniry)*⁵⁰

This research's purpose is to find out what types of punctuations errors that were most frequently made and to identify the factors influencing the sixth semester students of English Department of UIN Ar-Raniry to make error in using punctuations.

The conclusion of this study is omission of commas were the most frequent errors made by the students (504 errors distributed to 40 of 40 students). And there were some factors influencing the students to make error in using punctuations: (1) Omission some of punctuation marks, (2) Lack of accuracy, (3) Misuse of using some marks such as question marks and commas before quotation marks, (4) Misunderstanding of the meaning of the text.

From those successes previous studies, this research also uses the error analysis of punctuation to identify the kind and the causes of errors. The differences from previous study are the subject and place. The researcher wants to know the error analysis in

⁵⁰ Nurwahyuni, Thesis: "An Error Analysis of the Punctuation in Students' Writing (A Study at the Sixth Semester Students of English Department of UIN Ar-Raniry)" (Banda Aceh: UIN Ar-Raniry, 2017).

paragraph writing subject that made by the second semester students of English Education
Department of State Institute of Islamic Studies Ponorogo.



CHAPTER III

RESEARCH METHOD

A. Research Design

This research applied a qualitative research design. Qualitative research means exploring and understanding the meaning individuals or groups assume to a social or human problem. The process of research involves emerging questions and procedures, data collected in the participant's setting, data analysis from particular to general themes. The final written report has a flexible structure.⁵¹

One of research design in qualitative is ethnography. It is a strategy of inquiry in which the research studies an intact cultural group in a natural setting over a prolonged period of time by collecting primarily, observational and interview data.⁵²

Ethnological research focuses on people. In this approach, the researcher interested in how the subjects of the research interpret their own behavior rather than imposing a theory from outside. It takes place in the undisturbed natural settings of the subjects' environment. It regards the context to be as equally important as the actions it studies, and attempts to represent the totality of the social, cultural and economic situation.⁵³ Based on the definition above, the researcher employed ethnography for this research.

B. Researcher Role

In this research the researcher becomes a complete observer. It means that the researcher has no interaction with the subjects during data collection. The researcher only

⁵¹ John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Method Approaches*, 3rd ed (Thousand Oaks, California: Sage Publications, 2009), 4.

⁵² Ibid, 13.

⁵³ Nicholas Walliman, *Research Methods: The Basics* (London, Routledge, 2011), 12.

used the student assignments henceforward the assignment had been analyzed to get result of the research.⁵⁴

C. Location of Research

This research took place in IAIN Ponorogo. The reasons of selecting this institution are following:

1. IAIN Ponorogo is one of college in Ponorogo that has the best program in developing academic and non-academic student's skill and creativity.
2. Based on the researcher's observation, students in IAIN Ponorogo often found some difficulty in writing English paragraph. It proven by the statement of the lecturer of paragraph writing subject that will attached in this research.

D. Data and Source of Data

Data is another word for bits of information. Research uses data as the raw material in order to come to conclusions about some issue. It depends on the issue being investigated what data needs to be collected.⁵⁵

Walliman stated on his book that data come in two main forms, depending on its closeness to the event recorded. Data that has been observed, experienced or recorded close to the event are the nearest one can get to the truth, and are called primary data. Written sources that interpret or record primary data are called secondary sources, which tend to be less reliable.⁵⁶ It explained as follow:

1. Primary Data

The primary data are the first and most immediate recording of a situation. Without this kind of recorded data, it would be difficult to make sense of anything but the

⁵⁴ Roger Sapsford and Victor Jupp, eds, *Data Collection and Analysis*, 2nd ed (London, SAGE, 2006), 73.

⁵⁵ Ibid, 65.

⁵⁶ Ibid, 69.

simplest phenomenon and be able to communicate the facts to others. Primary data can provide information about virtually any facet of our life and surroundings.⁵⁷

The primary data that the researcher obtained was the transcript of the interview with paragraph writing lecturer and the assignment of TBI. C's students. From the interview, the researcher had the result that students still confused about how to write correctly and often made an error. And then, the lecturer suggested the researcher to choose TBI. C's assignments for the research. There were 26 students in TBI. C. and the researcher found 35 error that made by them. The error consisted of 5 omission errors and 30 mis formation errors.

2. Secondary Data

Secondary data are data that have been interpreted and recorded. A major aspect of using secondary data is making an assessment of the quality of the information or opinions provided. This is done by reviewing the quality of evidence that has been presented in the arguments, and the validity of the arguments themselves, as well as the reputation and qualifications of the writer or presenter.⁵⁸

The researcher used John Butterworth's book, *Punctuation*, for the punctuation's source. And for the error, the researcher used the journal of Hidayati entitled "Mistakes and Error Analysis of Cohesive Features in Argumentative Essay of Fifth Semester Students of English Department of Jambi University", Vol 1.

E. Technique of Collecting Data

1. Interviews

In qualitative interviews, the researcher conducts face-to-face interviews with participants. These interviews involve unstructured and generally open-ended question that are few in number and intended to elicit views and opinions from the participants.

⁵⁷ Ibid, 70.

⁵⁸ Ibid, 71.

In this research, the researcher interviewed the paragraph writing subject lecturer to get the primary data.

2. Documentation

In document research, the issues involve, locating materials, often at sites far away, and obtaining permission to use the materials. For biographers, the primary form of data collection might be archival research from documents. When researcher ask participants in a study to keep journals, additional field issues emerge.⁵⁹ In this research, the researcher had been collected students' assignments which obtained errors and also the transcript of interviews with the lecturer as primary data document.

F. Technique of Analyzing Data

The process of data analysis involves making senses out of text and image data. It involves preparing data for analysis, conducting different analysis, moving deeper and deeper into understanding the data, representing the data, and making an interpretation of the larger meaning of the data.⁶⁰

In this research, the researcher used typological analysis for analyzed the data. Typological analysis means that data analysis starts by divided the overall data set into categories or groups based on predetermined typologies. Typologies are generated from theory, common sense, and/or research objectives, and initial data processing happened within those typological groupings.⁶¹ Steps in Typological Analysis as follow:

1. Identify typologies to be analysed. First, the researcher selected the typologies that are going to be used to frame the rest of the analysis is a key step in this process.⁶² In this research, the typology that had been used by the researcher was error typology.

⁵⁹ Ibid, 141.

⁶⁰ Ibid, 184.

⁶¹ J. Amosh Hatch, *Doing Qualitative Research in Education Setting*, (United States America, State University of New York Press, 2002), 152.

⁶² Ibid, 152.

2. Read the data, marking entries related to your typologies. Once an initial set of typologies has been identified, the data be read through related to participants' perspectives on the topics of interest. So, the topics that the researcher had in mind when the study was designed will often be logical places to start looking for typologies on which to anchor further analysis.⁶³ In this research, the researcher marked the entries with highlighting the error that obtained in the assignment. The researcher also made some notes about the types of error.
3. Read entries by typology, recording the main ideas in entries on a summary sheet. At this point, the researcher began to process the information within the entries marked as being related to your typology. This time only the data within the typology of interest will be read.⁶⁴
After checked the types of error, the researcher made summary about how many errors was made by the students. In this case, the researcher found 38 errors that divided into omission error and mis formation error.
4. Look for patterns, relationships, themes within typologies. Because the researcher did the typological analysis, in this step, patterns, relationships, or themes presented in the data.⁶⁵
5. Read data, coding entries according to patterns identified and keeping a record of what entries go with which elements of your patterns. The product of the previous step was hypothetical patterns, relationships, or themes. ⁶⁶
The researcher made codes to identifying the types of error. For the example the researcher explained as bellow:

⁶³ Ibid, 153-154.

⁶⁴ Ibid, 154.

⁶⁵ Ibid, 154.

⁶⁶ Ibid, 156.

a. S2/C1/Mis formation/ F

The example above means that the student number 2 made error in the clause number 1. The error that made was mis formation in applying full stop.

Coding that was used by the researcher as follow:

- 1) S1, S2, S3. S4.... S26 means the students,
- 2) C1, C2, C3, C4, C5..... Means the number of clauses,
- 3) Omission, Mis Formation and Mis Ordering means the types of error,
- 4) F, Q, E, C, S, Cl, W, B, H, D, A means the types of punctuation.

The example of the table:

No	Students	Sentences	Types of Error									
			Omission				Mis Formation			Mis Ordering		
			F	Q	E	C	F	Q	E	F	Q	
1	S2	C1					✓					
2	S2	C6					✓					

6. Decide if your patterns are supported by the data, and search the data for nonexamples of your patterns. As the data are re-read and coded, it probably became evident that not all excerpts will neatly fit into the categories. It was necessary to make a judgment about whether or not your categories are justified by the data.⁶⁷

⁶⁷ Ibid, 157.

7. Look for relationships among the patterns identified. The procedures above carried out with all of the initial categories identified in the first step. The result had been a set of patterns, relationships, and themes that have, to this point, been analyzed separately.⁶⁸
8. Write your patterns as one-sentence generalizations. A generalization expressed a relationship between two or more concepts. Expressed findings as generalizations provides a syntactic device for ensuring that what has been found can be communicated to others. If findings cannot be expressed as generalizations, chances are data analysis is incomplete.⁶⁹
9. Select data excerpts that support your generalizations. In preparation for writing up findings, the last step in the typological model is to go back to the data to select powerful examples that can be used to make your generalizations come alive for your readers. In qualitative reports, it is usual to include data excerpts that take readers inside the contexts and allow them to hear the voices of participants.⁷⁰

Matthew B. Miles and A. Michael Huberman stated that data analysis consist of three activity such as data reduction, data display and conclusion drawing and verification.⁷¹

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written-up field notes or transcriptions.⁷² In this research, the researcher selected the data through the initial observation. After obtained the data, the researcher focusing on a subject that was punctuation error. Further, the researcher made a rough note about everything that will be presented in the research.

⁶⁸ Ibid, 158.

⁶⁹ Ibid, 158.

⁷⁰ Ibid, 159.

⁷¹ Matthew B. Miles and A. M. Huberman, *Qualitative Data Analysis: An Expanded Sourcebook*, 2nd ed (United States America, Sage Publications, 1994), 10.

⁷² Ibid, 10.

The next is data display. Generally, display is an organized, compressed assembly of information that permits conclusion drawing and action. Looking at displays helped the researcher to what was happened and to do something either analyse further or take actions based on that understanding.⁷³

Last, conclusion drawing and verification. From the start of data collection, the qualitative researcher was started to decide what things mean. Conclusions are also verified as the analyst proceeds. Verification may be as brief as fleeting second thought crossing the researcher's mind during writing, with a short excursion back to the field notes, or it may be through and elaborate, with lengthy argumentation and review among colleagues to develop "intersubjective consensus", or with extensive efforts to replicate another finding in another data set. The meanings emerging from the data have to be tested for their plausibility, their sturdiness, their "confirmability"—that is their validity.⁷⁴

G. Verification of Data Validities

Qualitative validity means that the researcher checks for the accuracy of the findings by employing certain procedures, while qualitative reliability indicates that researcher's approach is consistent across different researcher and different project. Qualitative research needs to document the procedures of their case and to document as many of the steps of the procedures as possible.⁷⁵

In this research, the researcher applied triangulation to assess the accuracy. Triangulate different data sources of information by examining evidences from the sources and using it to build a coherent justification for themes. If themes are established based on

⁷³ Ibid, 11.

⁷⁴ Ibid, 11.

⁷⁵ Ibid, 190.

converging several sources of data or perspectives from participants, then this process can be claimed as adding the validity to the study.⁷⁶

Gibbs suggest several reliability procedures:

1. Check transcripts to make sure that they do not contain obvious mistakes made during transcription.
2. Make sure that there is not a drift in the definition of codes, and shift in the meaning of the codes during the process of coding. This can be accomplished by constantly comparing data with the codes and by writing memos about the codes and the definition.
3. For team research, coordinate the communication among the coders by regular documented meetings and by sharing the analysis.
4. Cross-check codes developed by different researchers by comparing result that are independently derived.

Validity on the other hand, is one of strength of qualitative research, and it is based on determining whether the findings are accurate from the standpoint of the researcher, the participants or the readers of an account.⁷⁷

H. Research Procedure

In this research, the researcher has some procedure of research which must be done. There are planning, application and reporting.

1. Planning

Planning includes arranging the research plan, choosing the research location, organizing permission, observing and all of things that related to the research.

⁷⁶ Ibid, 191.

⁷⁷ Ibid, 190.

2. Application

- a. Collecting data, which was student assignments in paragraph writing subject
- b. Analyzing data of students' error in punctuation
 - 1) Identify typologies to be analysed
 - 2) Read the data, marking entries related to your typologies
 - 3) Read entries by typology, recording the main ideas in entries on a summary sheet
 - 4) Look for patterns, relationships, themes within typologies
 - 5) Read data., coding entries according to patterns identified and keeping a record of what entries go with which elements of your patterns
 - 6) Decide if your patterns are supported by the data, and search the data for nonexamples of your patterns
 - 7) Look for relationships among the patterns identified
 - 8) Write your patterns as one-sentence generalizations
 - 9) Select data excerpts that support your generalizations
- c. Making conclusion and suggestion

3. Reporting

In the last activity, the researcher writes a research report about analysis of the students' error in writing punctuation in paragraph writing of the second semester students of English Education Department at Tarbiyah and Teachers Training Faculty of IAIN Ponorogo in the academic year 2018/2019.

CHAPTER IV

FINDINGS

A. Types of Error

In this research, the researcher found 35 errors in the assignments of the TBI.C's students. The errors were divided as omission error, mis formation error, and mis ordering error. In this research, there were 5 omission error and 30 mis formation error.

1. Omission

In this research, the researcher found 5 omission error that divide into different punctuation as bellow:

a. Full stop

The researcher found 3 errors in applying full stop, they were:

1) S8/C10/Omission/F

In fact, it could be argued that the effects of cyberbullying are even more damaging than those of traditional bullying since victims cannot as easily escape the wrath or their tormentors

2) S26/C3/Omission/F

This girl has violence in the form of cartoons equipped with unique features such as costumes and traditional dance movements all of this has caused an interest of around 125 million people around the world since it was launched last September even though it does not know Mom knows but basically remains This violence can have quite a disturbing effect.

3) S26/C4/Omission/F

This girl has violence in the form of cartoons equipped with unique features such as costumes and traditional dance movements all of this has

caused an interest of around 125 million people around the world since it was launched last September even though it does not know Mom knows but basically remains This violence can have quite a disturbing effect.

b. Comma

The researcher found 2 error in applying comma, they were:

1) S6/C9/Omission/C

It gives him confidence and makes the person in question feel powerful, and in control.

2) S26/C5/Omission/C

This girl has violence in the form of cartoons equipped with unique features such as costumes and traditional dance movements all of this has caused an interest of around 125 million people around the world since it was launched last September even though it does not know Mom knows but basically remains This violence can have quite a disturbing effect.

2. Mis Formation

The researcher found 30 mis formation error that made by the students. The explanation as follow:

a. Full stop

The researcher found 15 errors in applying full stop, they were:

1) S2/C1/Mis Formation/F

Almost all teenagers today use smartphones, using cellphones can be useful, but it can also have a negative impact if used excessively.

2) S2/C6/Mis Formation/F

And if we constantly stare at the smartphone screen can also cause headaches, the adverse effects of the teen smartphone's blue screen make the biological clock disturbed, one of which is an unhealthy sleep pattern.

3) S2/C9/Mis Formation/F

Adolescence is an easy age to feel cool about something, not to mention playing a smartphone, so cool chatting with friends or girlfriends, making them often hunched over chatting while sitting waiting for something, if it happens often can cause back pain, not only affect the physical, the bad impact of smartphones for adolescents also results in fatal brain, smartphones can make teenage talents decrease, this is because teens often use smartphones will rely on their smartphones to do various things related to reasoning Namely recording conversations, looking for anything on goggles etc.

4) S2/C10/Mis Formation/F

Adolescence is an easy age to feel cool about something, not to mention playing a smartphone, so cool chatting with friends or girlfriends, making them often hunched over chatting while sitting waiting for something, if it happens often can cause back pain, not only affect the physical, the bad impact of smartphones for adolescents also results in fatal brain, smartphones can make teenage talents decrease, this is because teens often use smartphones will rely on their smartphones to do various things related to reasoning namely recording conversations, looking for anything on goggles etc.

5) S2/C11/Mis Formation/F

Adolescence is an easy age to feel cool about something, not to mention playing a smartphone, so cool chatting with friends or girlfriends, making them often hunched over chatting while sitting waiting for something, if it happens often can cause back pain, not only affect the physical , the bad impact of smartphones for adolescents also results in fatal brain, smartphones can make teenage talents decrease, this is because teens often use smartphones will rely

on their smartphones to do various things related to reasoning. Namely recording conversations, looking for anything on goggles etc.

6) S2/C12/Mis Formation/F

And the impact of using smartphones for adolescents that we often find is a lack of social interaction, teenagers often make arrangements to meet friends through chat applications such as whatsapp, but when meeting at a promised place instead of chatting with friends is cool, instead they are busy with their own smartphones.

7) S4/C1/Mis Formation/F

At this time technology began to spread rapidly to various parts of the world such as Indonesia, which is generally still a developing country, so technological progress is a delicious dish, but from this technological development there are those who use it wisely and make the users have better lives using technological, but there are also those who use technology as a place of prestige and show of, for example, if a teenager sees his friend has the latest cell phone, he automatically wants to have it, even though a teenager this period is very vulnerable to negative impact because the future patterns of thinking are still not perfect.

8) S4/C2/Mis Formation/F

At this time technology began to spread rapidly to various parts of the world such as Indonesia, which is generally still a developing country, so technological progress is a delicious dish, but from this technological development there are those who use it wisely and make the users have better lives using technological, but there are also those who use technology as a place of prestige and show of, for example, if a teenager sees his friend has the latest cell phone, he automatically wants to have it, even though a teenager this period

is very vulnerable to negative impact because the future patterns of thinking are still not perfect.

9) S4/C7/Mis Formation/F

This will adversely affect the teenager because the first one is able to reduce the power of vision by constantly staring at cell phone with a long enough duration and repeating every day, hearing is also disturbed because most teenagers will access YouTube to hear songs and watch videos using earphones.

10) S7/C2/Mis Formation/F

Most of us have known that cell phone is a digital that many owned by a lot of people, including teenagers at this time. And most of them think that cell phone is an important thing in their life, so they become profuse in using the cell phone, then because the cell phone has many functions, besides it's used to communication, the cell phone also has many applications including games.

11) S7/C3/Mis Formation/F

Most of us have known that cell phone is a digital that many owned by a lot of people, including teenagers at this time. And most of them think that cell phone is an important thing in their life, so they become profuse in using the cell phone, then because the cell phone has many functions, besides it's used to communication, the cell phone also has many applications including games.

12) S10/C4/Mis Formation/F

Some people use it for playing a game, it will make a time in the realized world will be less step by step, people will focus with the phone because they think that games more interesting than tradisional games.

13) S12/C4/Mis Formation/F

Bullying has an impact on the parpetrators, victims, and even other people, but victims of bullying is experience various problems, both pyisical or mental.

14) S13/C6/Mis Formation/F

In terms of the social aspects of children, the wrong use of cell phones can make children **become anti-social, because** according to the child only the cell phone can and is able to understand well what is desired, which in turn makes the child have a closed personality.

15) S16/C8/Mis Formation/F

The reason many teenagers depend on media is in adolescence is a time when someone is looking for their **identity, teenagers** need more attention that they might get when playing social media.

b. Comma

The researcher found 3 errors in applying comma, they were:

1) S14/C1/Mis Formation/C

Of the many search engine on the **internet.Google** is one of the favourite choice of internet user for get an information, although it is not the first to exist.

2) S10/C1/Omission/C

Telephone is one of the things that's seems to be required at this **time, no matter, for ages,** children, youngsters, adults, or olders, all have a right to have the phone.

3) S10/C2/Omission/C

Telephone is one of the things that's seems to be required at this time, no matter, for ages, children, youngsters, adults, or **olders, all have** a right to have the phone.

c. Semicolon

The researcher found 10 errors in applying semicolon, they were:

1) S5/C4/Mis Formation/S

But every technology has a benefit that has consequences if not proper use, as in communication, a cell phone helps to make it easier to communicate with others by long distances, that will also make the youth spend all day talking or texting so they can forget about other activities.

2) S7/C6/Mis Formation/S

We all realized that nowadays internet is very influential in our daily activity, it was because internet really helps us in affairs of our life, it was one of the reason that make us want to always use the cell phone.

3) S7/C12/Mis Formation/S

Then the cell phone is one of the factor that really influential in decreasing the level of productivity of the teenagers, thus makes the teenagers become lazy to do some positive things, they just waste their time by playing the cell phone on their bad along the day.

4) S8/C13/Mis Formation/S

Since these cyberattacks become permanent once they have been introduced to the online world, students may in fact experience a prolonged sense of victimization because of continually revisiting the incident, thus leading depression and other types of mental disorders.

5) S10/C6/Mis Formation/S

For students will lose the caring in the lesson and cannot study to maximum. Another cause is people will feel comfort in the zone, it is make an addictive, occurence lack of the interaction with the community, people like to send a

message with phone, not to talk with directly, besides it's people will less sympathy with the environment because they usual to do all things by phone.

6) S11/C6/Mis Formation/S

The bully child comes from a caring family or a lack of affection, example : inappropriate behavior, such as aggressive behavior toward friend, siblings, family mambers, they are treat their peers with contempt to make themselves feel better.

7) S12/C8/Mis Formation/S

He (victims) felt ashamed and disappointed in him self for only allowing him self to accept all ridicult and insults, so he was lazy to go to school and had no entuisiasm anymore to study, so many grades dropped.

8) S13/C9/Mis Formation/S

Therefore, the role of the school and family specifically the teacher as well as the parents as the party who anticipates and also controls the child in the use of cellphones, the child may use a cellphone but must be used properly and most importantly also must be under the supervision of parents, to prevent negative things that can be caused by cellphones.

9) S25/C6/Mis Formation/S

Here are a few reason why Google is so popular. The directory site of Google, Google almost dividends more than 250 sites.

10) S26/C1/Mis Formation/S

The newest video game "fortnite" is in Battle Royale mode, which plays 100 players who are deployed to small islands to select weapons and kill armor along with others or hide from other parties to be the only survivors.

d. Dash

The researcher found 2 errors in applying dash, they were:

1) S8/C8/Mis Formation/D

Despite the fact that extensive research has yet to be conducted to help fully understand the effects of cyberbullying, scholars have concluded that, at the very least, children who are targeted by cyberbullying display negative reactions that are similar to those of children who are victims of traditional bullying.

2) S8/C9/ Mis Formation/D

Despite the fact that extensive research has yet to be conducted to help fully understand the effects of cyberbullying, scholars have concluded that, at the very least, children who are targeted by cyberbullying display negative reactions that are similar to those of children who are victims of traditional bullying.

3. Mis Ordering

The researcher did not find the mis ordering error in the students' assignments, so the total of mis ordering error is 0.

B. The Causes of Error

1. Error caused by negative transfer (Interlanguage)

Based on the interview that the researcher obtained from some of the TBI. C's students, they made errors because they do not know well about basic of English. If the learner of a foreign language makes some mistakes in the target language by the effect of his mother tongue, that is called the interlanguage error.⁷⁸

⁷⁸ Fahrettin Sanal, "Error Analysis Based Second Language Teaching Strategies." (Doctoral Thesis, Cukurova University, Turkey, 2007), 599.

“.....When I write a paragraph, sometimes I used Indonesian first. Then I translate it into English. I did that because I do not know well about English.”⁷⁹

”..... I difficult to understand about the placement of punctuation.”⁸⁰

“.....I often forgot about what kind of punctuation that I had to put in. so I opened the Google to know.”⁸¹

The researcher also interviewed the lecturer of paragraph writing subject for this research.

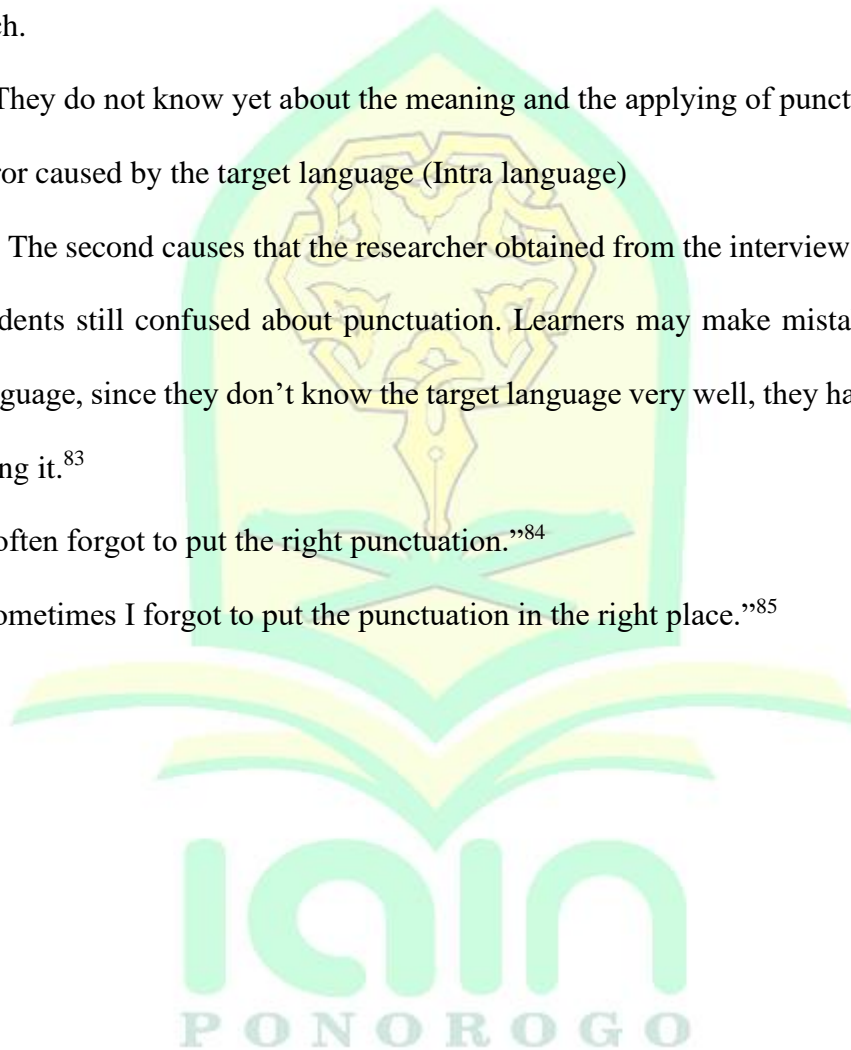
“.....They do not know yet about the meaning and the applying of punctuation.”⁸²

2. Error caused by the target language (Intra language)

The second causes that the researcher obtained from the interview was because the students still confused about punctuation. Learners may make mistakes in the target language, since they don't know the target language very well, they have difficulties in using it.⁸³

“.....I often forgot to put the right punctuation.”⁸⁴

“.....Sometimes I forgot to put the punctuation in the right place.”⁸⁵



⁷⁹ Interview with TBI. C's student at 15 December 2019.

⁸⁰ Interview with TBI. C's student at 15 December 2019.

⁸¹ Interview with TBI. C's student at 15 December 2019.

⁸² Interview with the lecturer of paragraph writing subject at 19 June 2019.

⁸³ Ibid, 600.

⁸⁴ Interview with TBI. C's student at 15 December 2019.

⁸⁵ Interview with TBI. C's student at 15 December 2019.

CHAPTER V

DISCUSSION

A. Types of Errors

In this chapter the researcher would discuss about the student's assignment. Several types of errors in applying punctuation are explained as follows:

1. Omission

In this research, the researcher found 5 omission error that divide into different punctuation as bellow:

a. Full stop

The researcher found 3 errors in applying full stop, they were:

1) S8/C10/Omission/F

In fact, it could be argued that the effects of cyberbullying are even more damaging than those of traditional bullying since victims cannot as easily escape the wrath or their tormentors

The sentence above showed the error in applying full stop. As what the researcher explained at the chapter II, full stop's function is indicate the end of sentences. It based on Butterworth in his book, Punctuation.⁸⁶ But the sentences above did not use full stop in the of the sentence. It means that the correct form of the sentence above is:

In fact, it could be argued that the effects of cyberbullying are even more damaging than those of traditional bullying since victims cannot as easily escape the wrath or their tormentors.

⁸⁶ John Butterworth, *Punctuation* (Oxford: Oxford University Press, 1999), 6.

2) S26/C3/Omission/F

This girl has violence in the form of cartoons equipped with unique features such as costumes and traditional dance movements all of this has caused an interest of around 125 million people around the world since it was launched last September even though it does not know Mom knows but basically remains This violence can have quite a disturbing effect.

The sentence above showed the error in applying full stop. As what the researcher explained at the chapter II, full stop's function is to give a long pause before a new or fresh sentence begins. It based on Butterworth in his book, Punctuation.⁸⁷

The sentence above had lot of words that made the reader exhausted. It needs full stop to cut the sentence in the correct way. And the correct form is:

This girl has violence in the form of cartoons equipped with unique features such as costumes and traditional dance movements. all of this has caused an interest of around 125 million people around the world since it was launched last September even though it does not know Mom knows but basically remains This violence can have quite a disturbing effect.

3) S26/C4/Omission/F

This girl has violence in the form of cartoons equipped with unique features such as costumes and traditional dance movements all of this has caused an interest of around 125 million people around the world since it was launched last September even though it does not know Mom knows but basically remains This violence can have quite a disturbing effect.

⁸⁷ Ibid, 6.

The sentence above showed the error in applying full stop. As what the researcher explained at the chapter II, full stop's function is to give a long pause before a new or fresh sentence begins. It based on Butterworth in his book, Punctuation.⁸⁸

Same as the example before, the sentence above had lot of words that made the reader exhausted. It needs full stop to cut the sentence in the correct way. And the correct form is:

This girl has violence in the form of cartoons equipped with unique features such as costumes and traditional dance movements all of this has caused an interest of around 125 million people around the world since it was launched last September. even though it does not know Mom knows but basically remains This violence can have quite a disturbing effect.

b. Comma

The researcher found 2 error in applying comma, they were:

1) S6/C9/Omission/C

It gives him confidence and makes the person in question feel powerful, and in control.

The sentence above showed the error in applying comma. As what the researcher explained at the chapter II, comma is useful to show the joins in a sentence. It based on Butterworth in his book, Punctuation.⁸⁹

The sentence just showed two word to join, powerful and in control. It did not need comma to join two word, adding the word “and” is enough. So, the correct one is

⁸⁸ Ibid, 6.

⁸⁹ Ibid, 12.

It gives him confidence and makes the person in question feel **powerful and** in control.

2) S26/C5/Omission/C

This girl has violence in the form of cartoons equipped with unique features such as costumes and traditional dance movements all of this has caused an interest of around 125 million people around the world since it was launched last September even though it does not know **Mom** **knows but** basically remains This violence can have quite a disturbing effect.

The sentence above showed the error in applying comma. As what the researcher explained at the chapter II, comma is useful to show the joins in a sentence. It based on Butterworth in his book, Punctuation.⁹⁰

The word “but” in the sentence above needs comma. It is because the words after “but” is clause. It needs comma to joined the clauses. So, the correct one is

This girl has violence in the form of cartoons equipped with unique features such as costumes and traditional dance movements all of this has caused an interest of around 125 million people around the world since it was launched last September even though it does not know **Mom** **knows, but** basically remains This violence can have quite a disturbing effect.

⁹⁰ Ibid, 12.

2. Mis Formation

The researcher found 30 mis formation error that made by the students. The explanation as follow:

a. Full stop

The researcher found 15 errors in applying full stop, they were:

1) S2/C1/Mis Formation/F

Almost all teenagers today use smartphones, using cellphones can be useful, but it can also have a negative impact if used excessively.

The sentence above showed the error in applying full stop. As what the researcher explained at the chapter II, full stop's function is to give a long pause before a new or fresh sentence begins. It based on Butterworth in his book, Punctuation.⁹¹

The first clause and the second clause had different idea. It needs full stop to cut the sentence with full stop because of that reason. So, the correct one is

Almost all teenagers today use smartphones. Using cellphones can be useful, but it can also have a negative impact if used excessively.

2) S2/C6/Mis Formation/F

And if we constantly stare at the smartphone screen can also cause headaches, the adverse effects of the teen smartphone's blue screen make the biological clock disturbed, one of which is an unhealthy sleep pattern.

The sentence above showed the error in applying full stop. As what the researcher explained at the chapter II, full stop's function is to give a long pause before a new or fresh sentence begins. It based on Butterworth in his book, Punctuation.⁹²

⁹¹ Ibid, 6.

⁹² Ibid, 6.

The researcher believed that the sentence above needed to cut with a full stop. Because the second clause is the explainer of the first clause. The first clause is already enough to be a sentence. So, the correct form is

And if we constantly stare at the smartphone screen can also cause **headaches.** **The** adverse effects of the teen smartphone's blue screen make the biological clock disturbed, one of which is an unhealthy sleep pattern.

3) S2/C9/Mis Formation/F

Adolescence is an easy age to feel cool about something, not to mention playing a smartphone, so cool chatting with friends or girlfriends, making them often hunched over chatting while sitting waiting for **something, if it** happens often can cause back pain, not only affect the physical , the bad impact of smartphones for adolescents also results in fatal brain, smartphones can make teenage talents decrease, this is because teens often use smartphones will rely on their smartphones to do various things related to reasoning Namely recording conversations, looking for anything on goggles etc.

The sentence above showed the error in applying full stop. As what the researcher explained at the chapter II, full stop's function is to give a long pause before a new or fresh sentence begins. It based on Butterworth in his book, Punctuation.⁹³

The sentence above was too long for a sentence. That would make the reader exhausted in the middle of reading. So, the correct form is

Adolescence is an easy age to feel cool about something, not to mention playing a smartphone, so cool chatting with friends or girlfriends, making them often hunched over chatting while sitting waiting for **something. If it** happens often can cause back pain, not only affect the physical , the bad impact of

⁹³ Ibid, 6.

smartphones for adolescents also results in fatal brain, smartphones can make teenage talents decrease, this is because teens often use smartphones will rely on their smartphones to do various things related to reasoning Namely recording conversations, looking for anything on goggles etc.

4) S2/C10/Mis Formation/F

Adolescence is an easy age to feel cool about something, not to mention playing a smartphone, so cool chatting with friends or girlfriends, making them often hunched over chatting while sitting waiting for something, if it happens often can cause back pain, not only affect the ***physical, the*** bad impact of smartphones for adolescents also results in fatal brain, smartphones can make teenage talents decrease, this is because teens often use smartphones will rely on their smartphones to do various things related to reasoning Namely recording conversations, looking for anything on goggles etc.

The sentence above showed the error in applying full stop. As what the researcher explained at the chapter II, full stop's function is to give a long pause before a new or fresh sentence begins. It based on Butterworth in his book, Punctuation.⁹⁴

The sentence above was too long for a sentence. That would make the reader exhausted in the middle of reading. That sentence used commas too much. So, the correct form is

Adolescence is an easy age to feel cool about something, not to mention playing a smartphone, so cool chatting with friends or girlfriends, making them often hunched over chatting while sitting waiting for something, if it happens often can cause back pain, not only affect the ***physical. The*** bad impact of smartphones for adolescents also results in fatal brain, smartphones can make

⁹⁴ Ibid, 6.

teenage talents decrease, this is because teens often use smartphones will rely on their smartphones to do various things related to reasoning Namely recording conversations, looking for anything on goggles etc.

5) S2/C11/Mis Formation/F

Adolescence is an easy age to feel cool about something, not to mention playing a smartphone, so cool chatting with friends or girlfriends, making them often hunched over chatting while sitting waiting for something, if it happens often can cause back pain, not only affect the physical , the bad impact of smartphones for adolescents also results in fatal **brain, smartphones** can make teenage talents decrease, this is because teens often use smartphones will rely on their smartphones to do various things related to reasoning Namely recording conversations, looking for anything on goggles etc.

The sentence above showed the error in applying full stop. As what the researcher explained at the chapter II, full stop's function is to give a long pause before a new or fresh sentence begins. It based on Butterworth in his book, *Punctuation*.⁹⁵

The sentence above was too long for a sentence. That would make the reader exhausted in the middle of reading. That sentence used commas too much. So, the correct form is

Adolescence is an easy age to feel cool about something, not to mention playing a smartphone, so cool chatting with friends or girlfriends, making them often hunched over chatting while sitting waiting for something, if it happens often can cause back pain, not only affect the physical , the bad impact of smartphones for adolescents also results in fatal **brain. Smartphones** can make teenage talents decrease, this is because teens often use smartphones will rely

⁹⁵ Ibid, 6.

on their smartphones to do various things related to reasoning. Namely recording conversations, looking for anything on goggles etc.

6) S2/C12/Mis Formation/F

And the impact of using smartphones for adolescents that we often find is a lack of social interaction, teenagers often make arrangements to meet friends through chat applications such as whatsapp, but when meeting at a promised place instead of chatting with friends is cool, instead they are busy with their own smartphones.

The sentence above showed the error in applying full stop. As what the researcher explained at the chapter II, full stop's function is to give a long pause before a new or fresh sentence begins. It based on Butterworth in his book, Punctuation.⁹⁶

The first clause of the sentence was stated about the lack of social interaction of adolescents nowadays. And the second clause was talked about the example of the lack of social interaction. The first clause needed to cut because it enough to be a sentence. So, the correct form is

And the impact of using smartphones for adolescents that we often find is a lack of social interaction. Teenagers often make arrangements to meet friends through chat applications such as whatsapp, but when meeting at a promised place instead of chatting with friends is cool, instead they are busy with their own smartphones.

7) S4/C1/Mis Formation/F

At this time technology began to spread rapidly to various parts of the world such us Indonesia, which is generally still a developing country, so technological progress is a delicious dish, but from this technological

⁹⁶ Ibid, 6.

development there are there who use it wisely and make the users have better lives using technological, but there are also those who use technology as a place of prestige and show of, for example, if a teenager see his friend has the latest cell phone, he automatically wants to have it, even though a teenager this period is very vulnerable to negative impact because the future patterns of thinking are still not perfect.

The sentence above showed the error in applying full stop. As what the researcher explained at the chapter II, full stop's function is to give a long pause before a new or fresh sentence begins. It based on Butterworth in his book, Punctuation.⁹⁷

The sentence above was too long. It used a lot of commas. It needed full stop to refresh the sentence. So, the correct one is

At this time technology began to spread rapidly to various parts of the world such us Indonesia, which is generally still a developing country. So technological progress is a delicious dish, but from this technological development there are there who use it wisely and make the users have better lives using technological, but there are also those who use technology as a place of prestige and show of, for example, if a teenager see his friend has the latest cell phone, he automatically wants to have it, even though a teenager this period is very vulnerable to negative impact because the future patterns of thinking are still not perfect.

8) S4/C2/Mis Formation/F

At this time technology began to spread rapidly to various parts of the world such us Indonesia, which is generally still a developing country, so technological progress is a delicious dish, but from this technological

⁹⁷ Ibid, 6.

development there are there who use it wisely and make the users have better lives using ***technological, but*** there are also those who use technology as a place of prestige and show of, for example, if a teenager see his friend has the latest cell phone, he automatically wants to have it, even though a teenager this period is very vulnerable to negative impact because the future patterns of thinking are still not perfect.

The sentence above showed the error in applying full stop. As what the researcher explained at the chapter II, full stop's function is to give a long pause before a new or fresh sentence begins. It based on Butterworth in his book, Punctuation.⁹⁸

The sentence above was too long. It used a lot of commas. It needed full stop to refresh the sentence. So, the correct one is

At this time technology began to spread rapidly to various parts of the world such us Indonesia, which is generally still a developing country, so technological progress is a delicious dish, but from this technological development there are there who use it wisely and make the users have better lives using ***technological. But*** there are also those who use technology as a place of prestige and show of, for example, if a teenager see his friend has the latest cell phone, he automatically wants to have it, even though a teenager this period is very vulnerable to negative impact because the future patterns of thinking are still not perfect.

9) S4/C7/Mis Formation/F

This will adversely affect the teenager because the first one is able to reduce the power of vision by constantly staring at cell phone with a long enough

⁹⁸ Ibid, 6.

duration and repeating every day, hearing is also disturbed because most teenagers will access YouTube to hear songs and watch videos using earphones.

The sentence above showed the error in applying full stop. As what the researcher explained at the chapter II, full stop's function is to give a long pause before a new or fresh sentence begins. It based on Butterworth in his book, Punctuation.⁹⁹

The first clause of the sentence discuss about the effect of cell phone is the vision side. And the second one was talked about the effect in the hearing side. It needed to cut to made the reader easier to understanding the meaning of the sentence. So, the correct form is

This will adversely affect the teenager because the first one is able to reduce the power of vision by constantly staring at cell phone with a long enough duration and repeating every day. Hearing is also disturbed because most teenagers will access YouTube to hear songs and watch videos using earphones.

10) S7/C2/Mis Formation/F

Most of us have known that cell phone is a digital that many owned by a lot of people, including teenagers at this time. And most of them think that cell phone is an important thing in their life, so they become profuse in using the cell phone, then because the cell phone has many functions, besides it's used to communication, the cell phone also has many applications including games.

The sentence above showed the error in applying full stop. As what the researcher explained at the chapter II, full stop's function is to give a long pause before a new or fresh sentence begins. It based on Butterworth in his book, Punctuation.¹⁰⁰

⁹⁹ Ibid, 6.

¹⁰⁰ Ibid, 6.

The sentence above needed a full stop because of the difference of the idea. After talked about the importance of cell phone, the sentence above talked about the function of cell phone. So, the correct form is

Most of us have known that cell phone is a digital that many owned by a lot of people, including teenagers at this time. And most of them think that cell phone is an important thing in their life, so they become profuse in using the cell **phone. Then** because the cell phone has many functions, besides it's used to communication, the cell phone also has many applications including games.

11) S7/C3/Mis Formation/F

Most of us have known that cell phone is a digital that many owned by a lot of people, including teenagers at this time. And most of them think that cell phone is an important thing in their life, so they become profuse in using the cell phone, then because the cell phone has many functions, besides it's used to **communication, the** cell phone also has many applications including games.

The sentence above showed the error in applying full stop. As what the researcher explained at the chapter II, full stop's function is to give a long pause before a new or fresh sentence begins. It based on Butterworth in his book, Punctuation.¹⁰¹

Full stop was need because the clause at the end stated about the cell phone that had many applications. It had different idea from the clause before. So, the correct one is

Most of us have known that cell phone is a digital that many owned by a lot of people, including teenagers at this time. And most of them think that cell phone is an important thing in their life, so they become profuse in using the

¹⁰¹ Ibid, 6.

cell phone, then because the cell phone has many functions, besides it's used to **communication. The** cell phone also has many applications including games.

12) S10/C4/Mis Formation/F

Some people use it for playing **a game, it** will make a time in the realized world will be less step by step, people will focus with the phone because they think that games more interesting than tradisional games.

The sentence above showed the error in applying full stop. As what the researcher explained at the chapter II, full stop's function is to give a long pause before a new or fresh sentence begins. It based on Butterworth in his book, Punctuation.¹⁰²

The first clause is enough to be a sentence. It stated that some people used cell phone for playing game. And the clause after that was the explanator of the first clause. So, the correct form is

Some people use it for playing **a game. It** will make a time in the realized world will be less step by step, people will focus with the phone because they think that games more interesting than tradisional games.

13) S12/C4/Mis Formation/F

Bullying has an impact on the parpetrators, victims, and even other **people,** **but** victims of bullying is experience various problems, both pyisical or mental.

The sentence above showed the error in applying full stop. As what the researcher explained at the chapter II, full stop's function is to give a long pause before a new or fresh sentence begins. It based on Butterworth in his book, Punctuation.¹⁰³

¹⁰² Ibid, 6.

¹⁰³ Ibid, 6.

The sentence above used lot of commas instead of full stop to cut the words. So, the correct form is

Bullying has an impact on the parpetrators, victims, and even other people. But victims of bullying is experience various problems, both pyisical or mental.

14) S13/C6/Mis Formation/F

In terms of the social aspects of children, the wrong use of cell phones can make children become anti-social, because according to the child only the cell phone can and is able to understand well what is desired, which in turn makes the child have a closed personality.

The sentence above showed the error in applying full stop. As what the researcher explained at the chapter II, full stop's function is to give a long pause before a new or fresh sentence begins. It based on Butterworth in his book, Punctuation.¹⁰⁴

The first clause of the sentence above was sufficiently as a sentence. It made the reader easy to understanding the main idea of the sentence. So, the correct form is

In terms of the social aspects of children, the wrong use of cell phones can make children become anti-social. Because according to the child only the cell phone can and is able to understand well what is desired, which in turn makes the child have a closed personality.

15) S16/C8/Mis Formation/F

The reason many teenagers depend on media is in adolescence is a time when someone is looking for their identity, teenagers need more attention that they might get when playing social media.

¹⁰⁴ Ibid, 6.

The sentence above showed the error in applying full stop. As what the researcher explained at the chapter II, full stop's function is to give a long pause before a new or fresh sentence begins. It based on Butterworth in his book, *Punctuation*.¹⁰⁵

The two clauses above needed to cut because the first one is sufficiently for made a sentence. So, the correct one is

The reason many teenagers depend on media is in adolescence is a time when someone is looking for their *identity. Teenagers* need more attention that they might get when playing social media.

b. Comma

The researcher found 3 errors in applying comma, they were:

1) S14/C1/Mis Formation/C

Of the many search engine on the *internet. Google* is one of the favourite choice of internet user for get an information, although it is not the first to exist.

The sentence above showed the error in applying comma. As what the researcher explained at the chapter II, comma is useful to made a slight pause or changes of voices. It based on Butterworth in his book, *Punctuation*.¹⁰⁶

The second clause was the continued explainer of the first clause. It did not need a full stop yet. So, the correct form is

Of the many search engine on the *internet, google* is one of the favourite choice of internet user for get an information, although it is not the first to exist.

¹⁰⁵ Ibid, 6.

¹⁰⁶ Ibid, 12.

2) S10/C1/Omission/C

Telephone is one of the things that's seems to be required at this time, no matter, for ages, children, youngsters, adults, or olders, all have a right to have the phone.

The sentence above showed the error in applying comma. As what the researcher explained at the chapter II, comma is useful joins a sentence. It based on Butterworth in his book, Punctuation.¹⁰⁷

The word "no matter for ages" did not needed commas between them. It because the words "for ages" is not included as kind of ages. So, the correct one is

Telephone is one of the things that's seems to be required at this time, no matter for ages, children, youngsters, adults, or olders, all have a right to have the phone.

3) S10/C2/Omission/C

Telephone is one of the things that's seems to be required at this time, no matter, for ages, children, youngsters, adults, or olders, all have a right to have the phone.

The sentence above showed the error in applying comma. As what the researcher explained at the chapter II, comma is useful joins a sentence. It based on Butterworth in his book, Punctuation.¹⁰⁸

The word "olders, all have..." did not needed commas between them. It because the words "all have..." is the continued explanatory of the sentence. So, the correct form is

¹⁰⁷ Ibid, 12.

¹⁰⁸ Ibid, 12.

Telephone is one of the things that's seems to be required at this time, no matter, for ages, children, youngsters, adults, or **olders all have** a right to have the phone.

c. Semicolon

The researcher found 10 errors in applying semicolon, they were:

1) S5/C4/Mis Formation/S

But every technology has a benefit that has consequences if not proper use, as in communication, a cell phone helps to make it easier to communicate with others by **long distances, that** will also make the youth spend all day talking or texting so they can forget about other activities.

The sentence above showed the error in applying semicolon. As what the researcher explained at the chapter II, semicolon gave bigger break than a comma. It also used in the sentence that look alike or belong together. It based on Butterworth in his book, Punctuation.¹⁰⁹

The sentence above needed a semicolon because the clause at the end still in the same idea with the previous clause. It just needed a break to complete. So, the correct form is

But every technology has a benefit that has consequences if not proper use, as in communication, a cell phone helps to make it easier to communicate with others by **long distances; that** will also make the youth spend all day talking or texting so they can forget about other activities.

2) S7/C6/Mis Formation/S

We all realized that nowadays internet is very influential in our daily activity, it was because internet really helps us in affairs of **our life, it was one** of the reason that make us want to always use the cell phone.

¹⁰⁹ Ibid, 14.

The sentence above showed the error in applying semicolon. As what the researcher explained at the chapter II, semicolon gave bigger break than a comma. It also used in the sentence that look alike or belong together. It based on Butterworth in his book, Punctuation.¹¹⁰

The sentence above needed a semicolon because the clause at the end still in the same idea with the previous clause. It just needed a break to complete. So, the correct form is

We all realized that nowadays internet is very influential in our daily activity, it was because internet really helps us in affairs of *our life; it was one* of the reason that make us want to always use the cell phone.

3) S7/C12/Mis Formation/S

Then the cell phone is one of the factor that really influential in decreasing the level of productivity of the *teenagers, thus* makes the teenagers become lazy to do some positive things, they just waste their time by playing the cell phone on their bad along the day.

The sentence above showed the error in applying semicolon. As what the researcher explained at the chapter II, semicolon gave bigger break than a comma. It also used in the sentence that look alike or belong together. It based on Butterworth in his book, Punctuation.¹¹¹

The sentence above needed a semicolon because the clause at the end still in the same idea with the previous clause. It just needed a break to complete. So, the correct form is

Then the cell phone is one of the factor that really influential in decreasing the level of productivity of the *teenagers; thus* makes the teenagers become

¹¹⁰ Ibid, 14.

¹¹¹ Ibid, 14.

lazy to do some positive things, they just waste their time by playing the cell phone on their bad along the day.

4) S8/C13/Mis Formation/S

Since these cyber attacks become permanent once they have been introduced to the online world, students may in fact experience a prolonged sense of victimization because of continually revisiting the *incident, thus* leading depression and other types of mental disorders.

The sentence above showed the error in applying semicolon. As what the researcher explained at the chapter II, semicolon gave bigger break than a comma. It also used in the sentence that look alike or belong together. It based on Butterworth in his book, Punctuation.¹¹²

The sentence above needed a semicolon because the clause at the end still in the same idea with the previous clause. It just needed a break to complete. So, the correct form is

Since these cyber attacks become permanent once they have been introduced to the online world, students may in fact experience a prolonged sense of victimization because of continually revisiting the *incident; thus* leading depression and other types of mental disorders.

5) S10/C6/Mis Formation/S

For students will lose the caring in the lesson and cannot study to maximum. Another cause is people will feel comfort in the zone, it is make an addictive, occurence lack of the interaction with the community, people like to send a message with phone, not to talk *with directly, besides* it's people will less symphaty with the environment because they usual to do all things by phone.

¹¹² Ibid, 14.

The sentence above showed the error in applying semicolon. As what the researcher explained at the chapter II, semicolon gave bigger break than a comma. It also used in the sentence that look alike or belong together. It based on Butterworth in his book, Punctuation.¹¹³

The sentence above needed a semicolon because the clause at the end still in the same idea with the previous clause. It just needed a break to complete. So, the correct form is

For students will lose the caring in the lesson and cannot study to maximum. Another cause is people will feel comfort in the zone, it is make an addictive, occurence lack of the interaction with the community, people like to send a message with phone, not to talk with directly; besides it's people will less symphaty with the environment because they usual to do all things by phone.

6) S11/C6/Mis Formation/S

The bully child comes from a caring family or a lack of affection, example : inappropriate behavior, such as aggressive behavior toward friend, sibilings, family mambers, they are treat their peers with contempt to make themselves feel better.

The sentence above showed the error in applying semicolon. As what the researcher explained at the chapter II, semicolon gave bigger break than a comma. It also used in the sentence that look alike or belong together. It based on Butterworth in his book, Punctuation.¹¹⁴

The sentence above needed a semicolon because the clause at the end still in the same idea with the previous clause. It just needed a break to complete. So, the correct form is

¹¹³ Ibid, 14.

¹¹⁴ Ibid, 14.

The bully child comes from a caring family or a lack of affection, example: inappropriate behavior, such as aggressive behavior toward friend, siblings, family mambers; they are treat their peers with contempt to make themselves feel better.

7) S12/C8/Mis Formation/S

He (victims) felt ashamed and disappointed in him self for only allowing him self to accept all ridicule and insults, so he was lazy to go to school and had no entuisiasm anymore to study, so many grades dropped.

The sentence above showed the error in applying semicolon. As what the researcher explained at the chapter II, semicolon gave bigger break than a comma. It also used in the sentence that look alike or belong together. It based on Butterworth in his book, Punctuation.¹¹⁵

The sentence above needed a semicolon because the clause at the end still in the same idea with the previous clause. It just needed a break to complete. So, the correct form is

He (victims) felt ashamed and disappointed in him self for only allowing him self to accept all ridicule and insults, so he was lazy to go to school and had no entuisiasm anymore to study; so many grades dropped.

8) S13/C9/Mis Formation/S

Therefore, the role of the school and family specifically the teacher as well as the parents as the party who anticipates and also controls the child in the use of cellphones, the child may use a cellphone but must be used properly and most importantly also must be under the supervision of parents, to prevent negative things that can be caused by cellphones.

¹¹⁵ Ibid, 14.

The sentence above showed the error in applying semicolon. As what the researcher explained at the chapter II, semicolon gave bigger break than a comma. It also used in the sentence that look alike or belong together. It based on Butterworth in his book, Punctuation.¹¹⁶

The sentence above needed a semicolon because the clause at the end still in the same idea with the previous clause. It just needed a break to complete. So, the correct form is

Therefore, the role of the school and family specifically the teacher as well as the parents as the party who anticipates and also controls the child in the use *of cellphones; the child* may use a cellphone but must be used properly and most importantly also must be under the supervision of parents, to prevent negative things that can be caused by cellphones.

9) S25/C6/Mis Formation/S

Here are a few reason why Google is so popular. The directory site of *Google, Google* almost dividends more than 250 sites.

The sentence above showed the error in applying semicolon. As what the researcher explained at the chapter II, semicolon gave bigger break than a comma. It also used in the sentence that look alike or belong together. It based on Butterworth in his book, Punctuation.¹¹⁷

The sentence above needed a semicolon because the clause at the end still in the same idea with the previous clause. It just needed a break to complete. So, the correct form is

Here are a few reason why Google is so popular. The directory site of *Google; Google* almost dividends more than 250 sites.

¹¹⁶ Ibid, 14.

¹¹⁷ Ibid, 14.

10) S26/C1/Mis Formation/S

The newest video game "fortnite" is in Battle Royale mode, which plays 100 players who are deployed to small islands to select weapons and kill armor along with others or hide from other parties to be the only survivors.

The sentence above showed the error in applying semicolon. As what the researcher explained at the chapter II, semicolon gave bigger break than a comma. It also used in the sentence that look alike or belong together. It based on Butterworth in his book, Punctuation.¹¹⁸

The sentence above needed a semicolon because the clause at the end still in the same idea with the previous clause. It just needed a break to complete. So, the correct form is

The newest video game "fortnite" is in Battle Royale mode; which plays 100 players who are deployed to small islands to select weapons and kill armor along with others or hide from other parties to be the only survivors.

d. Dash

The researcher found 2 errors in applying dash, they were:

1) S8/C8/Mis Formation/D

Despite the fact that extensive research has yet to be conducted to help fully understand the effects of cyberbullying, scholars have concluded that, at the very least, children who are targeted by cyberbullying display negative reactions that are similar to those of children who are victims of traditional bullying.

¹¹⁸ Ibid, 14.

The sentence above showed the error in applying dash. As what the researcher explained at the chapter II, dash used to mark a big break or interruption in a sentence. It based on Butterworth in his book, Punctuation.¹¹⁹

The word “at the very least” above needed a big break because it interrupted the sentence. So, the correct form is

Despite the fact that extensive research has yet to be conducted to help fully understand the effects of cyberbullying, scholars have concluded ~~that—at~~ the very least, children who are targeted by cyberbullying display negative reactions that are similar to those of children who are victims of traditional bullying.

2) S8/C9/ Mis Formation/D

Despite the fact that extensive research has yet to be conducted to help fully understand the effects of cyberbullying, scholars have concluded that, at the very ~~least, children~~ who are targeted by cyberbullying display negative reactions that are similar to those of children who are victims of traditional bullying.

The sentence above showed the error in applying dash. As what the researcher explained at the chapter II, dash used to mark a big break or interruption in a sentence. It based on Butterworth in his book, Punctuation.¹²⁰

The word “at the very least” above needed a big break because it interrupted the sentence. So, the correct form is

Despite the fact that extensive research has yet to be conducted to help fully understand the effects of cyberbullying, scholars have concluded that, at the very ~~least—children~~ who are targeted by cyberbullying display negative

¹¹⁹ Ibid, 19.

¹²⁰ Ibid, 19.

reactions that are similar to those of children who are victims of traditional bullying.

B. The causes of Error

1. Error caused by negative transfer (Interlanguage)

Based on the interviews that the researcher obtained from some of the TBI. C's students, they made some mistakes because of the effect of his mother tongue, and that is called the interlanguage error.¹²¹ If the students want to write a paragraph, some constructed it into Indonesian first and then translate the paragraph into English. But the student said that this way more confusing because some of Indonesian have different meaning in English.

From some of the students that interviewed by the researcher, Eka Wati Sholehah answered as follow "*When I write a paragraph, sometimes I used Indonesian first. Then I translate it into English. I did that because I do not know well about English.*".¹²²

The researcher also interviewed the lecturer of paragraph writing subject for this research. She answered that the students still lack of the basic English. They do not know well about English; these are the reasons why the students made error in their assignment. "*The students are still in the beginning step. So, a lot of them made error and mistakes in writing subject. One of the problems is punctuation. They do not know yet about the meaning and the applying of punctuation.*".¹²³

2. Error caused by the target language (Intra language)

The researcher interviewed some of the TBI. C's students, and some of them said that they do not know well about English. Learners may make mistakes in the target

¹²¹ Fahrettin Sanal, "Error Analysis Based Second Language Teaching Strategies." (Doctoral Thesis, Cukurova University, Turkey, 2007), 599.

¹²² Interview with TBI. C's student at 15 December 2019.

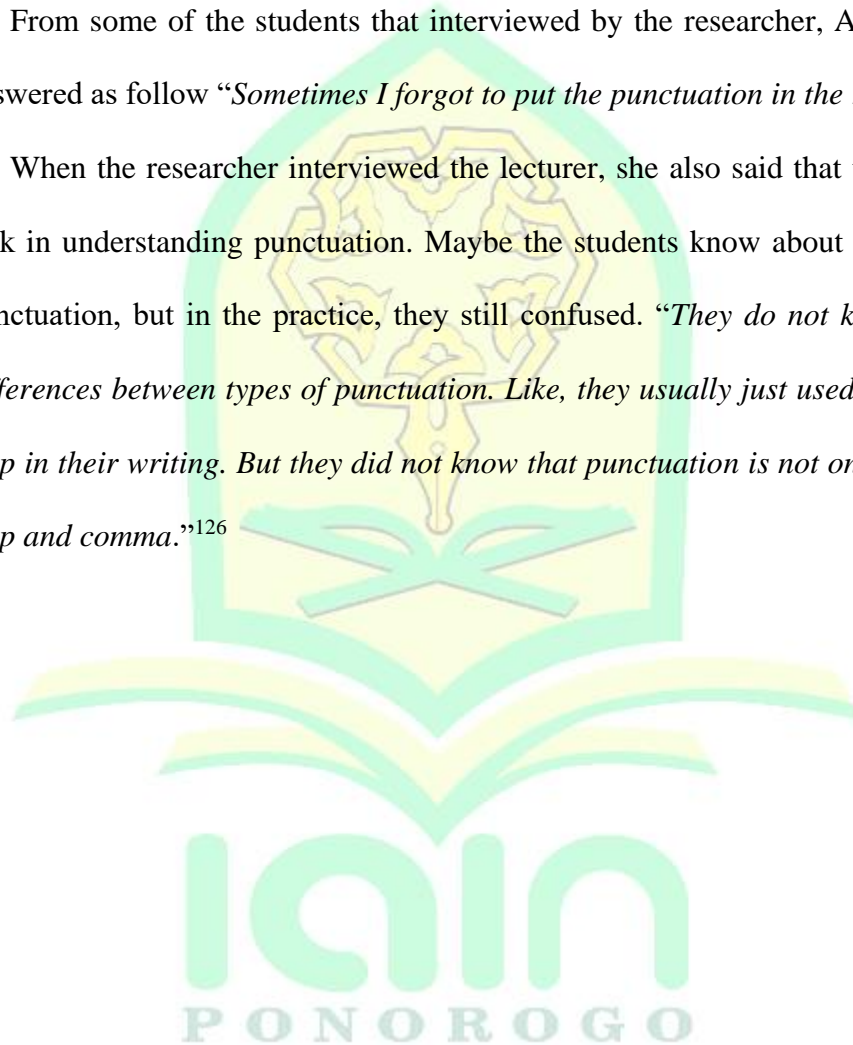
¹²³ Interview with the lecturer of paragraph writing subject at 19 June 2019.

language, since they don't know the target language very well, they have difficulties in using it.¹²⁴ That is why the intra language error had made.

When they try to write something, they still confused about the punctuation. they often forgot to use the right punctuation. For example, when they had to use comma, they used full stop instead. And that is the reason why they made error in their writing assignment.

From some of the students that interviewed by the researcher, Anita Wahyuning answered as follow "*Sometimes I forgot to put the punctuation in the right place.*"¹²⁵

When the researcher interviewed the lecturer, she also said that the students still lack in understanding punctuation. Maybe the students know about the definition of punctuation, but in the practice, they still confused. "*They do not know what is the differences between types of punctuation. Like, they usually just used comma and full stop in their writing. But they did not know that punctuation is not only consist of full stop and comma.*"¹²⁶



¹²⁴ Ibid, 600.

¹²⁵ Interview with TBI. C's student at 15 December 2019.

¹²⁶ Interview with the lecturer of paragraph writing subject at 19 June 2019.

CHAPTER VI

CONCLUSION

A. Conclusions

Having finished describing the result of the research, researcher draws the conclusion as follow:

1. The kind of errors in writing punctuation in paragraph writing subject that made by second semester's students of TBL. C's English Department in IAIN Ponorogo were full stop, comma, semicolon, and dash. That errors divided as omission error and mis formation error.
2. The causes of error that made by the students are interlanguage error and intra language error. Interlanguage error was made because the students make some mistakes in the target language by the effect of his mother tongue. While, intra language error was made because the learners made mistakes in the target language, since they did not know the target language very well, they have difficulties in using it.

B. Recommendations

The recommendations are directed to the teacher, reader and the other researcher.

1. Teacher

Recommendation is given specially for teachers who teach English lesson. In English lesson, the students often make some errors in punctuation. It happened because the students still lack in understanding the used of punctuation. It means the teacher needs to give more lesson about the importance and how to use punctuation properly.

2. Reader

This research can be used to get information for readers who want to know about learning theories especially in the punctuation error scope.

3. The other researcher

This research can be used as additional reference for further research.



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